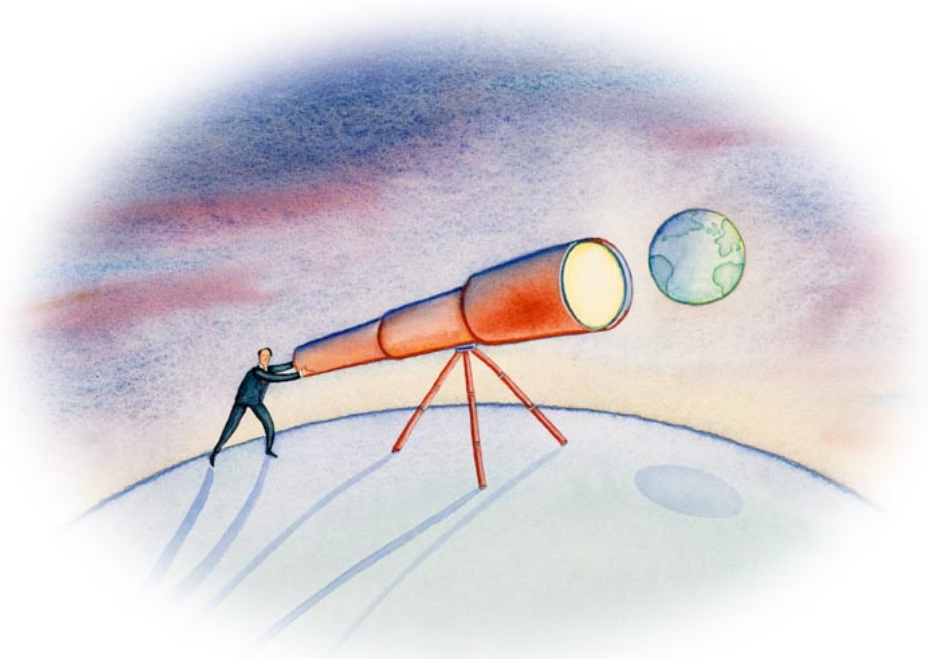


The Linkage Management & Leadership Series

# **The Defining Moments of a Successful Leader**

Featuring Ann Richards



**The Defining  
Moments of a  
Successful Leader**

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**SECTION 1**

**Satellite Program Materials**

## Introduction

Welcome to *The 2000 Linkage Management & Leadership Series*. This distance learning seminar series is designed to help you develop the critical leadership and management skills you need to be effective. Our program presenters are some of the world's outstanding thinkers in this area.

Today's program "Defining Moments of a Successful Leader" features Ann Richards, governor of Texas from 1990 through 1994. Ann Richards will describe the essential qualities of leaders and five (5) "simple actions" that she considers the core of how leaders get things done. Ann will illustrate her message using her great sense of humor to tell memorable leadership stories. Specifically this program provides insight on these competencies:

- Focused Drive
  - Focus
  - Drive
- Emotional Intelligence
  - Perception
  - Emotional Maturity

Ann Richards is recognized for her "down home" sense of humor and forthright approach to leadership. The second woman governor of Texas, she was seen as a reformer who created jobs and instituted far reaching changes in educational and penal policies during her tenure in office. She is also acknowledged as a leader who was not afraid to take courageous and sometimes controversial stands on various state and national issues.

Governor Richards captured the nation's attention with her unforgettable speech at the 1988 Democratic National Convention. This speech established her as a political force on the national scene. Since leaving public office Ann has worked as a senior advisor with the law firm of Verner, Liipfert, Bernhard, McPherson & Hand. She currently serves on many corporate boards and is in great demand as a speaker.

During today's presentation, Governor Richards will discuss her five (5) part approach to leadership action and character. She believes that implementing these behaviors and holding these beliefs will help all leaders be effective. Ann will discuss the importance of staying focused and driven in today's rapidly changing technological age.

Ann also believes that there are important lessons to learn from the stories of other effective and courageous leaders. During today's program she will share powerful lessons of leadership she learned through her own personal journey, and will use these stories to illustrate the main points of her presentation.

### What you will learn

By participating in today's program with Ann Richards you will learn to:

- Engage others in helping to identify your goals and vision
- Act as a visionary to set the tone for your leadership role
- Take risks and accept failure
- Strive for ambitious goals
- Appreciate the importance of being flexible
- Strive for a balanced and integrated personal and professional life

### Pre-presentation activities

- Read and/or review the following books on topics relevant to today's presentation by Governor Ann Richards:

*Defining Moments – When Managers Must Choose between Right and Right*, Joseph Badaracco, Jr., Boston: Harvard Business School Press, 1997.

*Profiles in Courage*, John F Kennedy, Harperperennial Library, February, 2000

*Brave Companions*, David McCullough, Touchstone Books, November, 1992

*Straight from the Heart: My Life in Politics and Other Places*, Ann Richards, Zbooks.

- Take time to read Section 1: Satellite Program Materials prior to attending the program. Familiarizing yourself with the materials and information Ann Richards covers in the televised portion of the program will enhance your learning experience.
- Define in your own words each of the following terms and concepts Ann will use during the presentation. We will come back to these words after the program to see how you might redefine these same words.
  - Focused drive

- The value of continuing to “show up”
- Risk taking
- Work life balance
- Flexibility
- Complete the Leadership Assessment Instrument™ (LAI) which appears in Section 2 beginning on page 16. The LAI was researched and developed by Linkage Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills leaders use to put these competencies into practice. Knowing your strengths and opportunities for development may help make today’s presentation particularly relevant.

Keep in mind the specific competencies of Focused Drive and Emotional Intelligence as Ann Richards presents her program.

### During this program

- Participate! Actively follow along by using these Participant Materials for your notes. Think about ways that you will be able to use the ideas and skills presented by Ann Richards.
- Submit your questions for Ann Richards during the question and answer session. Ann will respond to questions in the latter third of the program. To submit questions, complete either the fax form found on page 41, or call in when prompted during the program.

### Today's program

In today's program Ann Richards will tell her personal story about growth and learning. She will highlight the lessons she has learned with interesting anecdotes and memorable stories. Her approach is straightforward and clear. She will describe why these lessons, core attitudes and behaviors are difficult to implement, especially in today's rapidly changing business and social environment. Ann will also give you some suggestions about ways to apply the lessons she learned to your own work as a leader.

Richards will describe the qualities that define successful leadership, from recognizing opportunities, to debunking the myth of separate personal and professional lives. She will also provide a heartfelt message about taking responsibility for your physical and mental health.

Today's program will focus on implementing the five "simple actions that get things done." These behaviors include:

1. Know what you want to do
2. Show up and keep your eye on the ball
3. Take risks
4. Be flexible
5. Learn how to integrate your personal and professional lives

During today's program Ann will give you ideas and suggestions about developing these important leadership behaviors and approaches yourself. She will also tell you some funny and memorable stories that will help you reflect on and recall her key ideas.

### **The nature of leadership**

Ann will discuss her deeply held beliefs about what leadership and outstanding leaders look like. She will address the following important questions about leadership.

- What do leaders do that is memorable?
- How do we know leadership when we see it?
- What is the essence of leadership behavior?

Use this space to take notes as Ann discusses these and other issues related to the qualities and nature of leaders and leadership.



### **Ann Richards' personal lessons of leadership**

In her personal journey Ann Richards learned much from her successes but more from her often very public failures.

She discusses these important lessons and what she feels they taught her about the essence of effective leadership.

Use the space below to take notes as Ann discusses her personal leadership lessons.

### **The 5 "simple actions"**

Ann Richards describes the five key areas of leadership behaviors, the "simple actions" that "get things done" as the core of what leadership is all about.

These five areas constitute core values about what leaders are and how they need to behave to be effective. These five actions or behaviors are:

1. Know what you want to do and where you want to go
2. Keep showing up and be ready to play
3. Take risks and be ready to accept the consequences
4. Be flexible. Learn to bend and not break
5. Effectively integrate your personal and professional lives

### **Lesson 1: Know what you want to do and where you want to go**

The first lesson is to know what you want to do and where you want to take everyone else. According to Ann Richards, this is the first thing a leader needs to do. Ann quotes Warren Bennis as saying that people want their leaders to give them “purpose, direction and meaning.”

**If you can't say it you can't do it!**

A very important part of this first lesson is that you must be able to state what you want to accomplish in a simple sentence. If you cannot state your message clearly, you probably are not clear about what that message is.

**Invite others in to shape the vision**

People are much more motivated to work hard to achieve a goal that they help set and that they believe in. Include others in from the beginning to shape the vision and define the goals. Be proactive and forward thinking in developing a vision that will excite people to action.

**Know who your champions are**

Be able to identify who your supporters are and know how to involve them to support your cause – “To haul your water.”

### **Lesson 2: Show up**

Ann quotes Woody Allen as saying that 80% of success is showing up. Effective leadership involves persevering which sometimes, according to Richards, can border on obstinacy.

**Stay focused - Keep your eye on the ball**

It is easy to get distracted as you get pulled in many directions. Keep focusing on your goal like a mantra. This helps you to keep working towards that goal.

### Refuse to accept defeat

Ann uses the personal stories of two Presidents, Richard Nixon and Bill Clinton, to describe the crucial role of persevering in the face of failure.

### A crucial lesson learned

You don't have to be the best person for the job, just the best person available at the time. Recognize your shortcomings, but continue to show up and you can get the job.

### Learn from your mistakes

Ann Richards describes how success is accepted easily. You tell yourself that you were lucky, it was teamwork and so forth. However, you examine each failure like a prism, turning it all around to see all of the different aspects. Learning from your mistakes means that you have the courage to admit that you made mistakes and change.

## Lesson 3: Take risks

### Failure is OK!

Taking risks means giving yourself permission to fail. Evaluate the worst thing that can happen and see if you can live with it.

## Lesson 4: Be flexible

### Bending is better than breaking

Ann Richards suggests that to learn to be flexible you need to recognize the failure of old systems and be willing to try something new.

## **Lesson 5: Integrate your personal and professional lives**

### **The myth of separate lives**

Ann Richards believes that it is a myth that you can or even should try to separate your work and personal lives. Our stress often comes from our inability to say NO! We sometimes are unable to say no because we are afraid that we'll miss out. Ann believes that what affects you in your personal life has an impact on your professional life. The opposite is also true, Ann believes.

### **Stop and reassess**

When we are so busy running around it is difficult to identify what is really important in life.

Your time is limited. Take care of yourself!

Ann recounts a personal story that caused her to learn this lesson. What lessons can you learn to help you balance your life and learn to take care of yourself?

### **Closing thoughts**

Ann stresses the importance of developing a positive mental attitude.

Ann will discuss how this attitude can help you see things from different angles with new insight.

### **Wrap up**

You have had a chance to learn about leadership from Ann Richards' lively presentation. These leadership lessons can help you be a more effective leader as well as live a more whole and integrated life.

Ann has shown you the important role of the leader as a person who sets the vision and engages people in helping to define it. Be able to state it simply and clearly, she tells us. Communicating this vision is the first step in achieving it.

Learn to be flexible. Bend in the face of difficulties. Persevere! Don't give up in the face of hardship. Remember 80% of success is, in Ann's estimation, continuing to show up and working at it. Try to learn from your failures and don't be afraid to change. Admit you're wrong and then do something about it. Do it better next time.

Ann exhorts us to feel free to take risks; nothing big or worthwhile, she says, was ever accomplished without some real risk attached to it. Ann tells us, "Don't ignore the consequences, but decide if you can live with them."

Integrate your life as a whole rather than trying to separate the work and personal parts of you. Ann believes that this is a healthier attitude and will help you focus on what is really important and meaningful in life.

Finally, Ann challenges you to learn to take care of your physical and mental health.

### **When the session has concluded...**

- Turn to the end of these materials. Complete the Participant Evaluation Form on page 42 and return it to your Site Coordinator.
- Your feedback is integral to ensuring the integrity of this and future programs. We take pride in providing relevant, thought-provoking, and enlightening programs. But we rely on you to help us make it happen!
- Take a few minutes to check your understanding of the key points presented during the session. Turn to the Self Check on page 13 and compare your responses to those provided following the quiz in the Self Check Key.
- To further reinforce your understanding of today's content, as well as hone other aspects of your leadership skills, complete the suggested Post-presentation activities on page 14.

### Self Check

The following is a Self Check instrument to help you review what you learned from Ann Richards' presentation, "The Defining Moments of A Successful Leader."

Match Ann Richards' five critical leadership behaviors with their components discussed in today's program.

1. Know what you want to do and where you want to go
2. Show up
3. Take risks
4. Be flexible
5. Integrate your personal and professional lives

Place the number of the correct leadership behavior next to the components listed below.

\_\_\_ Stay focused - Keep your eye on the ball

\_\_\_ Invite others in to shape the vision

\_\_\_ Stop and reassess

\_\_\_ Refuse to accept defeat

\_\_\_ Learn from your mistakes

\_\_\_ Change your mind!

\_\_\_ Take care of yourself

\_\_\_ Understand the consequences

\_\_\_ Know who your champions are

\_\_\_ Bend not break

\_\_\_ Show people that you are the best person available for the job.

\_\_\_ Failure is OK!

\_\_\_ Your time is limited

\_\_\_ If you can't say it you can't do it.

### Self Check Key

The following are the answers to the Self Check quiz that you just completed.

- 2 Stay focused - Keep your eye on the ball
- 1 Invite others in to shape the vision
- 5 Stop and reassess
- 2 Refuse to accept defeat
- 2 Learn from your mistakes
- 5 Change your mind!
- 5 Take care of yourself
- 3 Understand the consequences
- 1 Know who your champions are
- 4 Bend not break
- 2 Show people that you are the best person available for the job.
- 3 Failure is OK!
- 5 Your time is limited
- 1 If you can't say it you can't do it.

### Post Presentation activities

1. Return to the Pre-presentation activities and review your responses to the words and phrases you were asked to define. Consider how you would change some of your responses following the presentation by Ann Richards.
2. Review the five leadership behaviors Ann discussed in the program today. Consider some of the following:
  - How appropriately and effectively do you use these leadership behaviors?
  - Identify the behavior you use most frequently and determine if you are overusing or misusing it.

- Identify the behavior you use least often and develop a strategy to make use of it in the next week.
  - Discuss the 5 behaviors with your supervisor and have him/her help you use these behaviors more effectively.
  - Give feedback to your supervisor regarding his/her use of these behaviors.
3. Discuss these 5 critical leadership behaviors with someone who did not attend the program.
  4. Find a “good,” “funny,” “useful” leadership story to share with a colleague.
  5. Think about the leadership stories shared in your organization. What behaviors do these stories illustrate?
  6. Identify supports and challenges for implementing Ann Richards’ leadership behaviors in your organization.



## SECTION 2

### The Leadership Assessment Instrument™

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## About the Leadership Assessment Instrument™

The Leadership Assessment Instrument™ (LAI) was researched and developed by Linkage, Inc., in partnership with Dr. Warren Bennis. It focuses on the five personal characteristics, or competencies, essential to effective leadership and on the five skills with which leaders put these competencies into practice. Knowing your strengths and opportunities for development may help make today's presentation particularly relevant.

The five categories the instrument assesses are:

1. Focused drive
2. Emotional intelligence
3. Building trust/enabling others
4. Conceptual thinking
5. Systems thinking

Each competency and each skill has a definition and an associated set of behaviors that demonstrate that competency or skill. Additionally, each competency is described by ten of these behaviors and each skill by five. Furthermore, the ten behaviors for each competency are organized into two groups of five, each corresponding to a component of that competency.

Let's take a closer look at the five competency categories in greater detail.

### Focused Drive

The competency of focusing on a goal and harnessing your energy in order to meet that goal—a balance between the components of:

- Focus: The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision.
- Drive: The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance.

### Emotional Intelligence

The competency of understanding and mastering your emotions (and those of others) in a way that instills confidence, motivates, inspires, and enhances group effectiveness—a balance between the components of:

- Perception: The ability to read the emotions and thoughts of others through the use of insight and analytical skills.
- Emotional Maturity: The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness.

### Trusted Influence

The competency of evoking trust from others and placing trust in others enabling them to succeed—a balance between the components of:

- **Commitment:** The ability to evoke trust from others by keeping commitments, adhering to high ethical standards and principles, and building shared goals or values.
- **Empowerment:** The ability to help others reach higher levels of performance through trust, delegation, participation, and coaching.

### Conceptual Thinking

The competency of conceiving and selecting innovative strategies and ideas for your organization—a balance of the components of:

- **Innovation:** The ability to create/enhance ideas, products, and services that lead to bottom-line success.
- **Big-Picture Thinking:** The ability to see all of the forces, events, entities, and people that are affecting (or are being affected by) the situation at hand.

### Systems Thinking

The competency of rigorously and systematically connecting processes, events and systems—a balance between the components of:

- **Mental Discipline:** The ability to sort through ambiguity and alternatives in a way that crystallizes and puts ideas into action.
- **Process Orientation:** The ability to increase overall learning and performance by designing, implementing, and/or connecting processes.

While today's program is most relevant to focused drive and emotional intelligence, having an awareness of your rating in each area provides insight and may make today's program more meaningful. Instructions for completing and scoring the assessment are provided on the following pages.

### Purpose and overview

The purpose of this Leadership Self-Assessment is to provide a leadership profile based on the competencies necessary for strong, superior leadership. The data that you provide will enable you to construct a profile, complete with areas of strength and areas for future development.

Please complete the instrument by assessing your own behaviors and skills according to the directions below. Be honest—the more rigorous you are, the better you can target your developmental needs. Remember, the instrument is meant to assess how you believe that you actually are; not how you think that you should be.

### Directions

For each of the 50 items listed on the following pages, consider how much the stated behavior characterizes your own behaviors, thoughts, intentions, or skills in on-the-job situations, and then rate yourself in the space provided according to the following scale:

3 = I often demonstrate this behavior

2 = I sometimes demonstrate this behavior

1 = I hardly ever demonstrate this behavior

Use the enclosed answer sheet (page 23) to record your answers. After recording your answers, add up the totals for each competency and then transfer the overall competency scores to the competency profile sheet on page 249.

### Leadership Self-Assessment

1. I balance multiple tasks and prioritize when faced with limited time and/or resources.
2. I create a positive environment—even when it appears “all is lost”—by expressing optimism and offering encouragement to team members.
3. I keep a mental record of every commitment that I make and follow through on my promises.
4. I steer through ambiguity and “information clutter” to resolve complex problems.
5. I ask questions to try to piece together “unrelated” information, events, etc.
6. I build momentum by spending 90 percent of my time on the top 10 percent of my priority list.
7. I view my “wins” with pride and humility.
8. I operate by a value-driven work philosophy that is grounded on clear principles.
9. I adhere to a disciplined process for sorting out alternatives and arriving at the best option when approaching a problem or project.
10. I make connections between and among information, events, etc. that reveal key issues, problems, or opportunities.
11. I display single-mindedness in unstoppably directing my energy at specific targets.
12. I persuasively and effectively reassure teams and/or individuals in the face of setbacks or seemingly insurmountable obstacles.
13. I identify and find ways to meet the needs, expectations, and wants of others up, down, and across the organization.
14. I test ideas and assumptions by carefully reviewing ideas with thought leaders and critical thinkers within my organization.
15. I do not accept a problem at face value, but search for the less obvious underlying factors driving the problem.
16. I find a way to “get it done” and will sacrifice personally to reach the goal line.
17. I have a thorough understanding of my own emotions and feelings and how they impact the situation at hand.
18. I give people a sense of personal fulfillment by recognizing their individual contributions in the achievement of a goal.

**Leadership Self-Assessment continued**

19. I consult outside resources (e.g., magazines and databases) in order to identify where my company, my industry, and the market are moving and to size up new business opportunities.
20. I take into account the potential implications of a decision on other people/departments within the organization before moving forward.
21. I stay the course mentally despite potential distractions and disruptions to my primary focus.
22. I control and selectively display my emotions and feelings in a beneficial way (e.g., I successfully channel my anger).
23. I help build shared goals and values to reinforce individual commitment to the organization.
24. I create viable new business ideas by thinking "out of the box," as well as in a sound business fashion.
25. I build and connect processes within my organization to assure that implementation remains constant and reliable.
26. I display stamina, energy, and intensity in achieving high standards of performance.
27. I express myself in consistent moods that invite participation and further communication with others.
28. I provide honest, clear feedback by focusing on the issue (and not the person) so that the person will accept and consider the feedback.
29. I ask "What if?" questions and play out scenarios to test new business ideas that challenge the status quo.
30. I assure that new ideas are integrated with established procedures/processes so that the organization can digest the new ideas.
31. I act decisively, with a passion for making things happen.
32. I recognize and consider the emotions and feelings of others before taking action.
33. I articulate a goal or vision and motivate others to help me reach that goal/vision.
34. I have the ability to create unorthodox or revolutionary concepts that have growth or profit potential.
35. I create synergy by involving the "right people" in all phases of work design and operational implementation.

**Leadership Self-Assessment continued**

36. I demonstrate boldness in striving for ambitious goals rather than settling for the safety of achievable results.
37. I treat different people differently, with appropriate amounts of candor and sensitivity depending on each individual's own unique makeup.
38. I create shared responsibility among team members by building participation in decision making and delegating key tasks/functions.
39. I take the time to check whether a new idea is feasible before proceeding.
40. I pull together disparate ideas to create clear themes and pathways that may alleviate the confusion and anxiety of others.
41. I seek—and find—creative solutions to obstacles blocking the path to the goal line.
42. I accept rejection with grace and renewed determination, modeling to others how to handle failure.
43. I display trust in others by giving them additional responsibilities—and providing them with the appropriate tools and resources necessary to carry those responsibilities out.
44. I seek better solutions to problems instead of falling back on established protocol.
45. I demonstrate a commitment to continuous learning by documenting critically important action steps, i.e., I try to make sure that my organization does not “reinvent the wheel.”
46. I effectively communicate the critical nature of the goal in a way that allows others to focus on that goal, as well.
47. I offer solutions, suggestions, and constructive criticism to others while also remaining open to additional possibilities.
48. I successfully help individuals and teams reach higher levels of performance, e.g., by displaying confidence in them at critical junctures.
49. I act receptive to the new ideas of others and try to improve or enhance them in a non-threatening manner.
50. I see an entity (e.g., my organization) not merely as a collection of isolated processes and parts, but as a unitary whole of interconnected processes.

Leadership Self-Assessment answer sheet

Focused Drive	Emotional Intelligence	Building Trust/ Enabling Others	Conceptual Thinking	Systems Thinking
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
21. _____	22. _____	23. _____	24. _____	25. _____
26. _____	27. _____	28. _____	29. _____	30. _____
31. _____	32. _____	33. _____	34. _____	35. _____
36. _____	37. _____	38. _____	39. _____	40. _____
41. _____	42. _____	43. _____	44. _____	45. _____
46. _____	47. _____	48. _____	49. _____	50. _____
TOTALS:				
_____	_____	_____	_____	_____

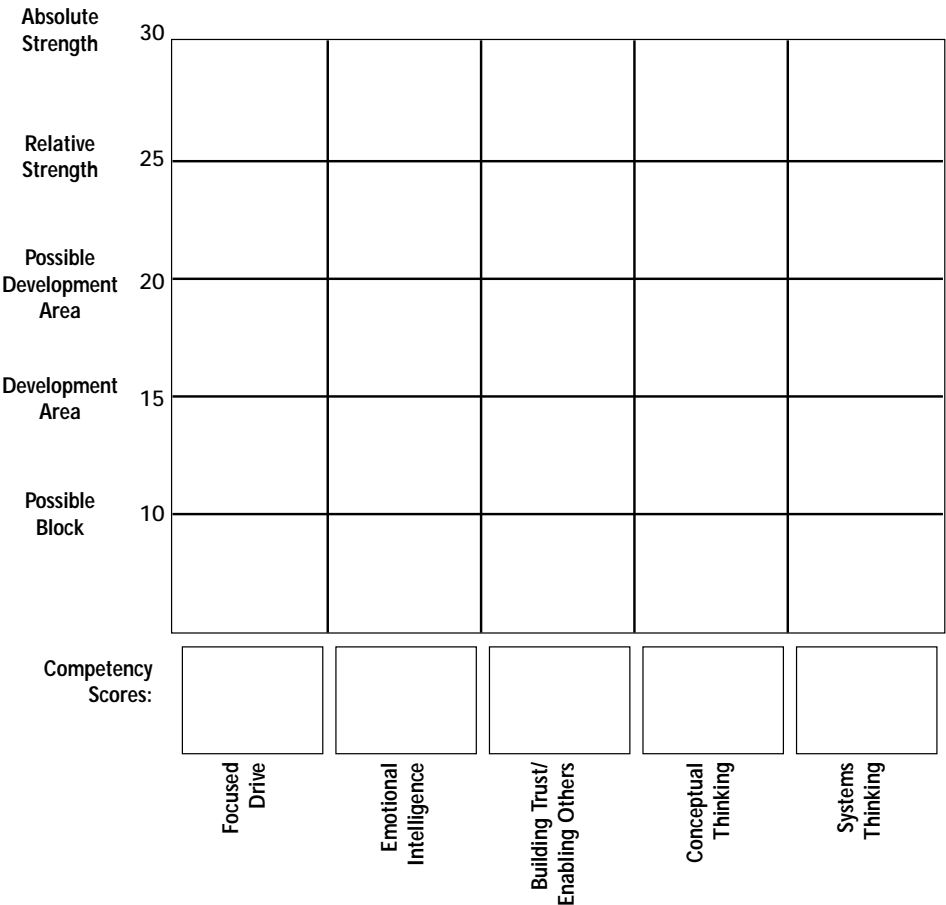


Individual Development Planning:

Leadership Competencies

Competency Profile Sheet

- 1. Transfer your overall competency scores from the answer sheet to the corresponding boxes below.
- 2. Plot points on the graph using the scale on the left.
- 3. Connect the dots to see your overall competency profile.



### **SECTION 3**

#### **The Leadership Development Guide**

The following activities are excerpts from the Leadership Development Guide, a guide researched and developed by Linkage, Inc. in partnership with Dr. Warren Bennis. These activities were selected because of their relevance to today's program.

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## Developing the Competency of Focused Drive: The Focus Component

### Definition

The ability to identify an important goal or vision and to channel efforts at specific targets that support that goal or vision

### Behaviors

- Refuses to let disruptions distract from concentration on a key objective
- Quickly identifies the projects or initiatives that require special attention
- Displays a single-mindedness in directing energy at key targets
- Focuses on key tasks when faced with limited time and/or resources
- Devotes at least 80 percent of time to top 20 percent of priority list

### Exercise: Keeping Your Eye on the Ball

1. On a blank sheet of paper, write down your business goals for the next six months or year.
2. Below the goals, write a list of everything you did last week, and how much time you spent on each.
3. For each thing you did, rate its contribution to your goals on a scale of 1 to 5, with 1 being low and 5 being high.
4. Items you rated between 1 and 3 are your "distractors." Starting with those that took up the largest amount of time, review them and try to identify any patterns. For example, you might find
  - A large number of activities, each taking a little time, but few of which contribute to your goals. This indicates an environment of high distraction and/or that you have acted with little focus.
  - Just one or two activities that take a great deal of time but don't contribute to your goals. This indicates that you are focusing, but on the wrong things.
5. If there is a pattern in your distractors, what can you do to change this pattern?

### Daily Practices

- Every day, week, and/or month, identify a single, significant goal you want to accomplish, and make that your number-one priority.
- Try visualizing as a means to maintaining focus on a key goal: Create an attractive mental image of what things will look and how you will feel when this goal is achieved. Use recall of this image as a means of staying focused.

For example, if your goal is an improved or redesigned process, visualize how the organization will function after the change, and try to visualize how good it will feel to work in the new process.

- Every time you are interrupted or offered an opportunity, ask yourself: "Will taking this on help me further my goals?" If the answer is "no," consider declining outright, if possible.

If you can't decline outright, present the other person with a choice: "I'd like to take this on, but it would prevent me from focusing on goal X. Is that tradeoff acceptable?"

- Periodically complete the "Keeping Your Eye on the Ball" exercise, described on the previous page.

### Activities, Assignment, and Projects

- Take on one or more projects in which success relies on exerting a great deal of effort and concentration in a relatively short span of time. Some types of projects that tend to fit this bill include proposals, crisis response, and implementing new processes. These will force you to practice your focus.
- Work with the people who report to you to create a work environment that's more conducive to their focus. Find out what makes it harder for them to focus, whether it's the general work environment or specific behaviors you or others engage in. Then reach clear commitments with them about what will be changed or done differently to enable a higher level of focus.

### Readings and Other Self Study Resources

- Covey, Stephen R., *The Seven Habits of Highly Effective People — Powerful Lessons in Personal Change*. Fireside, 1990. This book describes an integrated, principle-centered approach for solving personal and professional problems. Its discussion of the principle "Put first things first" provides concrete suggestions about maintaining focus.
- Covey, Stephen R., *First Things First*. Audio Cassette, Covey Leadership Center, 1996. An application of *The Seven Habits of Highly Effective People* and *Principle-Centered Leadership*, this cassette offers a new time-management approach based on life values.

- Fitz-enz, Jac, *The 8 Practices of Exceptional Companies*. American Management Association, 1997. What are the timeless truths on which great institutions are built? Which beliefs and stratagems separate the best organizations from the rest? Jac Fitz-enz and the prestigious Saratoga Institute explored those questions during four years of in-depth research at more than 1,000 companies. The result is a book documenting the most enduring “best practices” in human asset management. Fitz-enz takes you inside successful organizations to see precisely how they handle change management, productivity and quality improvement, and other universal challenges.
- Grove, Andrew S., *High Output Management*. Random House, 1995. The author illustrates how to apply the principles of manufacturing to managerial work in order to elicit peak performance.
- McClelland, David, *The Achieving Society*. Free Press, 1995. This book describes the thinking patterns of the focused drive competency and its achievement motivation.
- Morrissey, George, *Management by Objectives and Results for Business and Industry*. Addison-Wesley, 1976. This book is designed for managers at all levels of the organization who are dedicated to setting clear objectives and attaining results. The author takes a “how to” approach to Management by Objectives (MBO), providing a large number of “real world” illustrations drawn from a wide variety of business, industrial, commercial, and service organizations.
- Pascarella, Perry, and Mark A. Frohman, *The Purpose Driven Organization: Unleashing the Power of Direction and Commitment*. Jossey-Bass, 1989. The authors illustrate how organizational leaders can create a framework for making decisions that will unleash company potential for creativity, initiative, and innovation. They give step-by-step methods for uncovering an organization’s unique purpose and translating this into a written statement that will provide a clear direction for company policies and strategies.
- Quigley, Joseph V., *Vision: How Leaders Develop It, Share It, and Sustain It*. McGraw-Hill, 1995. This book has been widely endorsed by recognized leaders for its approach to developing and implementing the vision and strategy of a business. The author provides a specific method for developing a company’s strategic vision and putting it into practice.
- Tichy, Noel, *The Leadership Engine*. Random House, 1997. Winning companies are successful because they can adapt and capitalize on their unique circumstances. Their Leadership Engines keep them champions by developing leaders who have clear, teachable points of view that they use to foster the abilities of others. In this book, Tichy offers colorful and insightful best practice examples from dozens of leaders gathered from decades of research and practical experience.

## Developing the Competency of Focused Drive: The Drive Component

### Definition

The ability to persevere, sacrifice (when necessary), and expend high degrees of energy to reach high levels of performance

### Behaviors

- Acts decisively to make things happen
- Strives to set and achieve ambitious goals rather than settling for the safety of achievable results
- Overcomes potential stumbling blocks to achieve an objective
- Displays a willingness to do whatever it takes to "get it done"
- Displays stamina and energy over the long term in achieving high standards of performance

### Exercise: The Conditions of Drive

1. Describe a time when you were most successful at overcoming obstacles, exerting lots of energy, and/or taking risks to achieve a goal that mattered to you.
  - Why did the goal matter to you?
  - How did you feel about the goal?
  - Were you working with others? If so, what were they like to work with?
  - Were you encouraged and/or supported by others?
  - Did you have the resources you needed?
  - What else was going on in your life at the time?
2. For each element of the situation that you just described, imagine if things had been different. (For example, imagine that, instead of working with a team, you had to work alone.) For each of these hypothetical situations, ask yourself, "Would I have been as successful if this element were missing?"

If the answer is "No," you have probably identified a condition that is critical to your ability to drive to your goals.

3. Now, consider a goal you are currently pursuing but having trouble finding “fire in the belly” for. Are the critical conditions you just identified present?
4. If not, what can you do to bring them about? For example, if you have the most drive when working with a team, what can you do to build a team to achieve your current goal?

### Exercise: Distilling Your Purpose

This very simple exercise is about getting at your root motivations for work. As you answer the questions, you may find yourself giving answers that have nothing to do with work. That’s fine; keep going, taking the exercise as far as you can. You may also find you have more than one answer at certain steps. That’s also fine; pursue each “chain of purpose” as far as you can.

1. Answer the question, “Why do I come to work in the morning?”
2. Whatever the answer to #1 is, ask, “Why is that important to me?”
3. Whatever the answer to #2 is, ask once again, “Why is that important to me?”
4. Keep asking the question “Why is that important to me?” until you can’t go any further. Your last answer(s) to the “Why?” question is probably your true purpose for work.
5. Reflect on the purpose that you have just “distilled.” Ask:
  - Am I comfortable with this purpose?
  - Does my work help me achieve this purpose?
6. If your answer to both questions is “yes,” congratulations.

If your answer to either of these questions is “no,” you may find it difficult to sustain a high level of drive at work. If so, you may need to consider making some significant changes, either in rethinking your purpose or changing your choice of work.

### Daily Practices

- Paradoxically, one of the best ways to build drive for achievement at work is to have a rich life outside of work. If you haven’t already done so, you may find that making or renewing a regular commitment to, for example, exercise, community service, religious participation, or a hobby leaves you rejuvenated and sustained for the challenges of work life.
- If you completed either of the above exercises, you probably have some sense of the conditions or purpose that enable you to drive for results. You can use this knowledge to constantly monitor your environment. When you feel your energy flagging, ask yourself whether the right conditions are present or if you are

serving your purpose.

- One of the most powerful dynamics that hinders our drive to success is the self-fulfilling prophecy of failure. A self-fulfilling prophecy is any belief, the mere having of which makes it come true. In the case of sustaining drive for results, this works as follows:
  - Belief: I want to achieve this, but there are obstacles.
  - Conclusion: Given all these obstacles, I'll probably fail.
  - Action: I'll put less energy into achieving this goal, since I'm probably not going to succeed anyway.
  - Outcome: Failure.
  - Learning: I'm not good at overcoming obstacles.

When the self-fulfilling prophecy takes hold, therefore, we can experience a downward spiral in our readiness and ability to drive to success.

As a daily practice, be aware of your self-fulfilling prophecies. When you find yourself focusing on the risks and obstacles instead of on the opportunities, check to see whether the self-fulfilling prophecy of failure is in effect.

#### Activities, Assignments, and Projects

- If you've completed the "Conditions of Drive" exercise above, intentionally seek out challenges where just one of these conditions is absent. As you complete the assignment, consciously work on using the enabling conditions that are present to compensate for what is missing. Try to develop "coping strategies" that you can use over the long term in other situations.
- If you've completed the "Distilling Your Purpose" exercise above and found that the work you're doing does not serve your larger purpose, seek out assignments or projects that are more aligned with this purpose.
- Seek opportunities to work with people who have a large amount of drive, and try to learn what they do to stay motivated and overcome obstacles. Alternatively, select from two to four people whose drive you admire and interview them, seeking to extract the motivations and practices that help them sustain their drive.

#### Readings and Other Self-Study Resources

- Covey, Stephen R., *The Seven Habits of Highly Effective People — Powerful Lessons in Personal Change*. New Jersey: Simon and Schuster, 1994. This book describes an integrated, principle-centered approach for solving personal and professional problems. Its discussion of the principle "Put first things first" provides concrete suggestions about maintaining focus.



- “Kye Anderson,” *Harvard Business Review*, May 1992. This case illustrates how a person high in results orientation behaves and thinks.
- Kushel, Gerald, *Reaching the Peak Performance Zone*, AMACOM, 1994. This book contends that the difference between outstanding work and average work is an internal drive to achieve peak performance. Managers who are peak performers can encourage and teach others how to reach the peak performance zone.
- McClelland, David, *The Achieving Society*, Free Press, 1995. This book describes the thinking patterns of the focused drive competency and its achievement motivation.
- Pitino, Rick, *Success Is a Choice*, Broadway Books, 1997. In *Success Is a Choice*, Rick Pitino takes the same proven methods that have earned him and his teams legendary status in the NCAA and gives you a plan of attack for achieving extraordinary success in your own life. He explains how any genuine success must be deserved and then presents a ten-step program for becoming a winner at anything you set your mind to.

### Developing the Competency of Emotional Intelligence: The Perception Component

#### Definition

The ability to read the emotions and thoughts of others through the use of insight and analytical skills

#### Behaviors

- Exhibits consideration of the feelings of others when/before taking action
- Treats each person differently according to his/her own unique makeup
- Takes into account the impact of emotions and feelings on a situation
- Understands the various psychological and emotional needs of people
- Considers the impact of own behavior/decisions on other people

### Exercise: Planning Ahead

1. Select a conversation or meeting you will be participating in soon.
2. Answer these questions regarding those who will be present, including yourself.
  - How will each person be feeling about the conversation or meeting?
  - What will each person be needing from the conversation or meeting?
  - What will each person be expecting to get out of the conversation?
3. Based on your answers, identify what you will do differently (or not do at all) in the conversation or meeting. You might consider:
  - Whether different people feel differently about the conversation
  - Whether people's needs outstrip their expectations
  - Whether people's expectations are consistent with one another

### Daily Practices

- Practice compassion in response to others' poor behavior by resisting the instinct to respond in kind. Instead, try to understand the needs and feelings that generated the poor behavior and do what you can to address them.

To take a common example, if you believe someone has just lashed out at you, resist the urge to take it entirely personally and respond unkindly. Instead, consider what part of work conditions, environment, or situation may be contributing to this person's stress level and respond with empathy and an eye toward reducing that stress.
- Before conversations or meetings, or when someone approaches you spontaneously, "assess" each person who will be present by asking:
  - How is each person feeling right now?
  - What does each person need from this conversation or meeting?
  - What does each person expect from this conversation or meeting?Based on your answers, plan or adjust your participation accordingly.
- Practice observing others' body language and other nonverbal signals. To do this, ask yourself:
  - What kinds of body language is this person (or people) displaying?
  - What might this language mean?
  - How consistent is the body language with what is being said?Entire books are devoted to nonverbal communication, but the activities and readings below are useful starting points for those desiring to improve their abilities to "read" others.

### Activities, Assignments, and Projects

- Volunteer in the community as a big brother or sister, or in your organization as a mentor or coach.
- Participate on a team chartered with improving the quality of life in your workplace, or with addressing issues of “work-life balance.”
- Volunteer for community work that requires considerable interaction with diverse groups of people.
- Seek opportunities to provide coaching and mentoring in your organization. Maintain a coach’s journal in which you record and update profiles of each person you coach with the purpose of deepening your understanding of their governing values, motivations, and needs.

### Readings and Other Self-Study Resources

- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper’s argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Covey, Steven R., *The Seven Habits of Highly Effective People—Powerful Lessons in Personal Change*. Simon & Schuster, 1994. This book presents a holistic, integrated, principle-centered approach for solving personal and professional problems. With insights and anecdotes, the author reveals a step-by-step guide for living with fairness, integrity, honesty, and human dignity —principles that provide the security needed to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.
- Goleman, Daniel, *Emotional Intelligence*. Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Keirsey, David, and Marilyn Bates, *Please Understand Me: Character and Temperament Types*. Prometheus Nemesis, 1984. This book defines personality differences into 16 portraits. These portraits are useful, not only in understanding others and yourself, but also in helping to predict how people may communicate and interact with one another.

- Tannen, Deborah, *You Just Don't Understand: Women & Men in Conversation*. Ballantine Books, 1991. Tannen's considerable research and likely examples create a highly readable book aimed at improving our understanding of gender roles in shaping communication styles and preferences.

### **Developing the Competency of Emotional Intelligence: The Emotional Maturity Component**

#### **Definition**

The ability to master emotions and cope with stress in a way that instills confidence, motivates, and enhances group effectiveness

#### **Behaviors**

- Creates a positive environment through the use of sincerity and optimism
- Demonstrates maturity in reassuring teams and/or individuals in the face of setbacks
- Demonstrates an ability to control and filter emotions in a constructive way
- Models how to handle failure by accepting setbacks with grace and renewed determination
- Expresses self in consistent moods that invite participation and further communication

#### **Exercise: Defining Your "Hot Buttons"**

This exercise uses the concept of "hot buttons": those issues or things that "send us off the deep end" into anger, frustration, or both.

1. Write down every instance in the last week in which you became very angry or very frustrated, either on or off the job.
2. For each instance, describe what specifically about the situation "set you off." For example, it might have been how someone behaved, the appearance of unforeseen obstacles, or a high level of stress.
3. For each instance, describe how exactly you expressed your feelings, and what the outcome was.
4. Look for patterns in the precipitating event. Are there certain situations that tend to throw you off balance? How do you typically respond to such "hot button" situations?

5. Think about what you can do differently in such situations. Resolve to change your response, and practice it whenever the situation recurs.

Option: A variant of this exercise is to chart your emotional state at regular intervals, whether hourly or daily. After you have ten or more data points, you can begin to look at the high and low points, trying to identify what was going on that led to those emotional states.

### Daily Practices

- Before conversations or meetings, or when someone approaches you spontaneously, “assess” yourself by asking:
  - How am I feeling right now?
  - What do I need from this conversation or meeting?
  - What do I expect from this conversation or meeting?

Based on your answers, plan or adjust your participation accordingly.

- When confronted with a stressful situation, we’re usually better off not trying to control the situation. What we can do, however, is be prepared for the worst that the stressful situation might bring.

Try this practice: When you are in a stressful situation, ask yourself (or your team), “What is the worst thing that can happen?” Then determine what you will do if this eventuality comes to pass. Once you’ve done so, put the worst-case eventuality out of your mind, confident that you have a response prepared.

- There’s a saying, “God grant me the strength to change the things I can, the humility to accept the things I can’t, and the wisdom to know the difference.

This maxim provides simple directions for dealing with stressful situations: First, ask yourself which aspects of the situation you can control and which you can’t. Having done so, renounce your efforts to control the uncontrollable, and focus on addressing those aspects of the situation that are in your power to change.

- Encourage yourself and others to appreciate the positive side of difficult situations. Two ways to do this are:
  - After receiving bad news or failing to achieve a goal, or when you face obstacles, ask yourself and those around you, “What can we learn from this?” and/or “How can we turn this situation to our advantage?”
  - After every day, and especially after difficult days, make a list of just three things you are grateful for having happened during the day. These might include a satisfying conversation with a colleague, having passed some milestone, having learned something new, or (we’re serious) just a particularly fine Spring day.

### Activities, Assignments, and Projects

- Seek an assignment in a sales role, where people receive constant feedback on their performance (made or lost sales), experience failure (such as lost sales and unreturned calls), regularly and succeed only by pulling themselves up off the ground and moving on to the next prospect or lead. Use the assignment as a chance to practice how you respond to obstacles, successes, and failures.
- Volunteer to coach a peer or direct report in an area where you have expertise and experience that they lack. Use this opportunity to practice both being gracious about your successes and motivating others to persevere in the face of difficulties.
- Conversely, ask a peer or your manager to coach you in an area where they are strong and you are not. Use this opportunity to practice receiving feedback, and learning from and persevering in the face of setbacks.
- Volunteer to coach a team in a youth athletic league. Concentrate on how you help the team members respond in a balanced way to the experiences of winning and losing.

### Readings and Other Self-Study Resources

- Barner, Robert W., *Crossing the Minefield: Tactics for Overcoming Today's Toughest Management Challenges*. AMACOM, 1994. This book provides strategies for staying motivated, energized, and efficient.
- Bolton, Robert, and Dorothy Grover Bolton, *Social Style/Management Style*. AMACOM, 1984. Based on the authors' feelings that "the best managers excel at being what they are rather than at trying to be about what they are not," the Boltons take a business-oriented approach to interpersonal relationships. They attempt to show the reader how to assess various behavior patterns in him/herself and others, and use that knowledge to predict how others will react in specific situations. Based on the Boltons' extensive research, four basic social styles are identified, and the authors attempt to show the reader how to use his or her style to manage others more effectively, set appropriate life goals, identify career paths, and more.
- Cooper, Robert K., and Sawaf Ayman, *Executive EQ: Emotional Intelligence in Leadership and Organizations*. Grosset/Putnam, 1996. Science is proving that it is the Emotional Quotient, EQ, more than IQ or raw brainpower alone that underpins many of the best decisions, the most dynamic businesses, and the most satisfying and successful lives. Cooper's argument is based on an innovative synthesis of current research and the experience of leaders worldwide.
- Costly, Dan L., and Ralph Todd, *Human Relations in Organizations* (3rd ed.). West Publishing, 1987. This book focuses on the behavior of individuals in organizations. Its emphasis is on the skills needed for effective leadership,

including the abilities to communicate, understand human needs, cope with conflict and frustration, motivate others, use authority, and increase group productivity.

- Goleman, Daniel, *Emotional Intelligence*. Bantam Books, 1995. Is IQ destiny? Not nearly as much as we think. The author argues that our view of human intelligence is far too narrow, ignoring a crucial range of abilities that matter immensely in terms of how we do in life. His argument is based on an original synthesis of current research, including new insights into the brain architecture underlying emotion and rationality. He shows precisely how emotional intelligence can be nurtured and strengthened in all of us.
- Hazelton, Deborah, *Solving the Self-Esteem Puzzle*. Health Communication, Inc., 1991. This book shows how to build self-confidence and reclaim a sense of self-worth. It is designed to help you focus on your relationship to self, others, your environment, and to explore your sense of purpose.
- Jaffe, Dennis T., and Cynthia D. Scott, *From Burnout to Balance: A Workbook for Personal Self-Renewal*. McGraw-Hill, 1984. This book provides the techniques that prevent or overcome burnout and suggests those measures easiest to incorporate into life situations. Each chapter presents a problem area followed by a self-assessment questionnaire and instruction in the self-management skills that can preserve one's health and ensure a creative and productive existence.
- Seligman, Martin E.P., *Learned Optimism*. Pocket Books, 1990. This book delves into the research about how people attribute the causes of failure and success, and how that affects their performance and the rest of their lives. It is designed to help you think about healthier ways to deal with failure or success.
- Parikh, J., *Managing Yourself: Management by Detached Involvement*, Blackwell Publishing, 1994. This is a self-help guide to stress management for the executive.

SECTION 4

Forms and Sponsors



The Defining  
Moments of  
a Successful  
Leader

Question sheet

Use this form to write your question for Ann Richards or for discussion among your colleagues. Please write clearly.

Name (optional) -----

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Your question (25 words or less):

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ORGANIZATION \_\_\_\_\_

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**Please indicate functional area (only circle one):**

Finance Human Resources Manufacturing/Operations Marketing R&D Sales Other (specify) \_\_\_\_\_

**How many people do you have reporting to you (include all levels)?** Number: \_\_\_\_\_

**Please indicate your job level (only circle one):**

☐ President or Officer ☐ Vice President or Director ☐ Manager/Supervisor ☐ Team Leader ☐ Sales Rep.

☐ Customer Service Rep. ☐ HR, T&D, OD Practitioner ☐ Other: \_\_\_\_\_

**1) Please indicate a rating for each of the following evaluation criteria by checking the appropriate box.**

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Appropriate length of presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective presenter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful participant materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current important topic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Useful question and answer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Live (versus taped) broadcast important	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2) Please give a general overall comment about the program.** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**3) Can Linkage use this comment for promotional purposes (including name and organization)?** YES NO

**4) On a scale of 1-10 (10 = Outstanding), how would you rate this satellite broadcast session?** Rating: \_\_\_\_\_

**5) How many viewers would you estimate attended this event (in the room with you)?** Number: \_\_\_\_\_

**6) Which speakers are you most interested in seeing at the next Linkage Satellite (Distance Learning) Learning Series?**

*(Please rate your top ten, "1" being most interested, "10" being least interested)*

____ Peter Senge	____ Michael Dell	____ Spencer Johnson (author, Who Moved My Cheese)
____ Warren Bennis	____ Clayton Christensen	____ William Bridges
____ Colin Powell	____ Don Tapscott	____ Nicholas Negroponte
____ Margaret Wheatley	____ Michael Porter	____ Tom Peters
____ Francis Hesselbein	____ Regis McKenna	____ Geoffrey Moore
____ Michael Hammer	____ Noel Tichy	____ Andy Grove
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